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ABSTRACT

This unit is intended to provide the student with clear understanding of the function of interest groups and lobbyists in the American Democratic political system. It has been designed to be used for 12-17 days of class work. However, it is possible to alter this time by several days depending upon the individual situation. "Why Lobby"? is divided into seven units. Each has its own set of objectives, activities, resources and evaluation, and is placed in a sequential order to develop a clear picture of the subject matter. "The Lobbyist", a booklet explaining who lobbyists are, how they operate, and how to get involved, is a resource to be used in conjunction with the guide. The 18-year-old vote is used as an example in this booklet. The game takes three class periods to play, with 22 students taking part. (Author/OPH)

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W H Y L O B B Y ?

A General Curriculum Guide To Lobbying

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WHY LOBBY?

Table Of Contents

Introduction

Scheduling Chart

Unit One - Defining Interest Groups and Lobbyists

Unit Two - How Interest Groups Create The Need For Lobbyists

Unit Three - Why Interest Groups and Lobbyists Are An Inherent Characterest of Representative Democracy

Unit Four - How A Lobbyist Works

Unit Five - Different Types of Lobbyists

Unit Six - The Necessity For Proper Ethics Among Lobbyists

Unit Seven - Practical Application of Lobbying Methods

INTRODUCTION

This lesson plan is intended to provide the student with clear understanding of the function of interest groups and lobbyists in the American Democratic political system.

The lesson plan has been designed to be used for 12-17 days of schoolwork. However, it is possible to alter this time by several days in length depending how much emphasis you wish to place on interest groups and lobbying.

There are a total of seven Unit Plans in this curriculum guide. Each one has its own set of objectives, activities, resources and evaluation, and is logically placed in a sequential order to develop a clear picture of the subject matter.

Also included in the back of the curriculum guide is a supplementary facts sheet. This provides information relevant to several of the lesson plans and should be referred to when suggested in the curriculum guide. In addition, several textbooks are mentioned as resources for lesson plan activity. For those MDIPE teachers who do not have these resources at their school, the Institute has included a special reprint supplement which provides the necessary materials.

A special kit which covers lobbyist activity in New Jersey is presently being prepared in conjunction with the State Attorney General's Office and will be available and forwarded to MDIPE teachers shortly.

-D.S.L.-

SCHEDULING CHART

The following chart indicates the recommended time length for which each lesson plan has been developed:

Unit	No. of Days
ONE	1 - 1-1/2
TWO	2 - 2-1/2
THREE	1 - 1-1/2
FOUR	3 - 4
FIVE	1 - 1-1/2
SIX	1
SEVEN	3 - 5
TOTAL	12 - 17

UNIT ONE

General Concept: Understanding what is meant by 'Interest Groups' and 'Lobbyists'.

Objectives

1. Students will be able to define the function of interest (or pressure) groups.

2. Students will be able to list examples of interest (or pressure) groups in the United States.

3. Students will be able to define the function of a Lobbyist.

4. Students will be able to list interest groups which employ professional lobbyists.

5. Students will be able to differentiate between the different types of interest groups.

Activities and Recommended Resources

A. Objective One

1. Activity - Class discussion. Teacher asks students what might logically be meant by the term interest (or pressure) groups and then helps students develop the correct answer.

If students are unable to develop the correct answer, teacher may provide this information.

Recommended Resources - MDIPE Lobby Facts Supplement Sheets provide the proper definition of interest (or pressure) groups.

B. Objective Two

1. Activity - Class discussion: Upon developing proper definition of interest (or pressure) groups, teacher develops examples of these groups through class discussion, asking students for these examples.

Recommended Resources - MDIPE Manual, "The Lobbyist," I provides this information.

C. Objective Three

1. Activity - Teacher provides information for class discussion concerning the definition of a Lobbyist.

Recommended Resources - MDIPE Lobbying Facts Sheet provides this information.

D. Objective Four

1. Activity - Students will be asked for suggestions concerning which interest groups they think employ professional lobbyists; teacher then provides correct information (if students are unable to provide it themselves).

Recommended Resources - MDIPE Manual, "The Lobbyist" provides this information.

E. Objective Five

1. Activity - Teacher provides this information to class, preferably on mimeographed fact sheet.

Recommended Resources - MDIPE Lobbying Fact Sheet provides the necessary information.

Evaluation

Objective One

Students, on a written exam, will be asked to define the function of interest (or pressure) groups.

Objective Two

Two students, selected at random, will be asked to list two examples of interest (or pressure) groups in the United States.

Objective Three

Two students, selected at random, will be able to define the function of a Lobbyist.

Objective Four

Students, on a written exam, will be asked to list three interest groups which employ professional Lobbyists.

Objective Five

Three students, selected at random, will be asked to provide examples of three different types of interest groups, and identify which category each one belongs in.

UNIT TWO

General Concept: Understanding how interest groups create the need for Lobbyists.

Objectives

1. Students will be able to list the stages of political policy-making and the manner in which special interest groups function to affect decisions in each stage of this process.

2. Students will be able to list the reasons why interest groups employ professional lobbyists to represent their interests.

3. Students will be able to list examples of group interests which might be represented by professional lobbyists.

Activities and Recommended Resources

A. Objective One

1. Activity - Teacher disseminates information to class concerning the fine stages of the policy-making process.

Recommended Resources - Lane, Robert E., James D. Barber, and Fred I. Greenstein, An Introduction to Political Analysis, Prentice-Hall Inc., Englewood Cliffs, N.J., 1967, P. 88.

2. Activity - Class discussion based on case study - National Association of Manufacturers. Teacher develops discussion based on reading of N.A.M. case.

Recommended Resources - Lane, Robert E., James D. Barber, and Fred I. Greenstein, An Introduction to Political Analysis, pp. 88-93.

Recommended questions for class discussion are found on P. 95 #s 1A, 1B, 1C, 1D, 1E, 2 and one P.97 # D1.

B. Objective Two

1. Activity - Class Discussion - Teacher develops, through class discussion, the reasons why interest groups would employ professional Lobbyists to represent their interests.

Recommended Resources - Reasons why interest groups employ professional Lobbyists:

a. An interest group is composed of individuals with similar interests. These individuals do not have the amount of free time to do as an effective job of bill-watching activity as a professional, full-time, lobbyist.

b. A professional Lobbyist has developed personal contacts with members of the legislature process which can give him (or her) an advantage in influencing legislative decisions.

c. Although an organization may have a large amount of material resources, the professional Lobbyist has been trained how to use these resources to their fullest extent, while members of a group may not possess this expertise.

2. Activity - Case Study - Read American Political Behavior, - The Pleasant Valley Case. Teacher develops class discussion based on case study.

Recommended Resources - Mehlinger, Howard D. and John J. Patrick, American Political Behavior (Book One), Ginn and Company, Lexington, Mass., 1972, pp. 17-23. See reprint for information.

Recommended questions for class discussion on Pleasant Valley case study:

1. What individuals, or organizations, most fulfilled the role of a Lobbyist?

2. Was there anyone lobbying for Mrs. Jackson's interest? Who? Why?

3. Did you think that the final outcome might have been any different if a group supporting Mrs. Jackson had employed a professional Lobbyist to represent her interests? How? Why?

C. [illegible] Three

1. [illegible]ity - Role-Playing - Recommended resource - MDIPE Voter Education Curriculum Guide "Vote for Yourself", see Role-Playing Activity pp. 7-8. Questions for class discussion include:

A. What group interests are involved in this Role-Playing episode?

B. What advantages would Landing Construction Corporation have had if a professional Lobbyist representing its interest had prepared the company for the competition of Wheeler Corporation?

2. Activity - Class Discussion concerning logical self-interests of various groups MDIPE Voter Ed. Curriculum Guide provides detail of this activity.

Recommended Resource - MDIPE Curriculum Guide, p. 9, Activity #B.

3. Activity - Guest Speaker - A representative of an interest group such as the AFL-CIO should address class concerning interest groups and the manner by which interest groups select a professional Lobbyist to represent their interests.

Recommended Questions for class to ask speaker:

A. By what process does your organization decide which Lobbyist will represent it?

B. By what method does your organization decide what bills it wants to be lobbied for (or against) ?

C. How much freedom does your organization allow the Lobbyist who represents it, concerning strategies for lobbying for or against a bill.

Evaluation

Objective One

Students will be asked, on a written exam, to list the stages of political policy-making and the manner in which special interest groups function to affect decisions in each stage of this process.

Objective Two

Three students, selected at random, will be able to list a reason why interest groups employ professional Lobbyists to represent their interests.

Objective Three

Students will be asked, on a written exam, to give examples of three interest groups and what interests they might have represented by a professional Lobbyist.

UNIT THREE

General Concept: Understanding why interest groups are an inherent characteristic of Representative Democracy.

Objectives

1. Students will be able to list the reasons why interest groups are an inherent characteristic of American Representative Democracy.

Activities and Recommended Resources

A. Objective One

1. Activity - Class discussion - Teacher develops discussion concerning the inclusion of interest groups as inherent to the character of representative Democracy.

Recommended Resources - This discussion should include the following main points:

1) Interest groups are a representative body of individual interests. [illegible]tance of representative agents, for group interest is the very basis fo[illegible]nction of representative Democracy.

The Constitution of the United States specifically guarantees the rights of speech, and assembly for all individuals, thus insuring minority rights.

3) The practical structure of American Democratic Government is comprised of elected representatives. The function of a representative is to articulate and (attempt to) implement group interests (as legislation).

4) Political systems which do not allow freedom of speech and assembly can prohibit and control any attempted lobbyist activity which the control of those individuals who control the government.

American government is based on laws, rather than the arbitrary decisions of men - this allowed INTEREST GROUPS AND LOBBYISTS TO BECOME AN INSTITUTION IN AMERICA. While groups in every government have certain interests, American Democracy assures the rights which allow interest groups to function as part of the national character.

Evaluation

Objective One

Students, on a written exam, will be able to list the reasons why interest groups are an inherent characteristic of American Representative Democracy.

UNIT FOUR

General Concept: How a Lobbyist works.

Objectives

1. Students will be able to outline, step-by-step, the procedure by which a Lobbyist attempts to have a bill enacted into Law.

Activities and Recommended Resources

A. Objective One

1. Case study - 18 year old vote recommended resources - MDIPE Manual 'The Lobbyist'. This Manual describes, step-by-step how young people successfully lobbied for the adoption of the 18-year old vote in New Jersey. This information can either:

A. Be copied and distributed to class.

B. Communicated orally to class by teacher, or

C. Have a student read this Manual and give an oral report to the class.

Recommended questions for class discussion:

a. Why does the author state that 'you will probably be the only source of information for the legislator on the 18-year old vote' The Lobbyist, P.2)? How is this significant?

b. How can you determine in advance if a legislator will probably support or reject your issue? (By checking past voting records, legislative index, news releases)

2. Activity -Role Playing - Bakerville Housing Code.

Recommended Resources - Read Mehlinger, Patrick, American Political Behavior, P.13 - Policy Decisions May Result from Political Behavior (See reprint for information)

Role Playing:

Student B assumes role of lobbyist for Mr. Ward's Company's interests (home builders, bankers and realtors of Bakerville).

Student C assumes role of councilwomen voting for the housing ordinance.

Student D assumes role of councilmen voting against the housing ordinance.

FACTS KNOWN TO CLASS FROM INCLUSION IN READING:

A. The City Council has the final vote on the housing ordinance.

B. It is, thus, the City Council members who the Lobbyists must convince to vote for the interests which they represent, and

C. That in the end, the final city vote passes the ordinance to allow the construction of lower cost housing.

Development of Role-Playing

1. Have Student A and Student B describe:

   a. Who (which groups) in the community they would have approached for support of the position they represent, and

   b. In what manner they would have solicited this support.

2. Have Student C and Student D explain what factors may have influenced them in determining their final votes.

3. QUESTION FOR ENTIRE CLASS DISCUSSION - What does the final vote of the city council tell you about the probable composition (financial, ethnic, etc.) of voting constituencies in Bakerville.

Activity - Eric Clark's similated game on Lobbying available from MDIPE.

Evaluation

Objective One

Students, on a written exam, will be asked to outline the procedure by which a Lobbyist attempts to have a bill enacted into law.

UNIT FIVE

Different Types of Lobbyists and Interest Groups

Objectives

1. Students will be able to list the different types of Lobbyists and the characteristics particular to each type.

Activities and Recommended Resources

A. Objective One

1. Teacher will develop types of Lobbyists through logical class discussion. Teacher may provide assistance, but should have to list the types of Lobbyists for the student, provided one example should be sufficient for class development of the other two types.

Recommended Resources - This information is clearly provided on the MDIPE Lobbying Facts Sheet.

2. A paid professional Lobbyist will address the class concerning his (or her) personal experiences in the profession. Students will identify which category the Lobbyist may be classified in.

Recommended Questions for the class to ask the Lobbyist:

A. How do you determine if you will accept an offer to lobby for an organization?

B. Have you ever been offered to represent two opposing interests for the same bill? How did you react?

C. What, in your opinion, are the most important elements of successful lobbying?

D. Can you explain step-by-step, your method of lobbying?

A list of professional Lobbyists may be found in Appendix I of the MDIPE Manual, 'The Lobbyist'.

Evaluation

Objective One

Three students, selected at random, will be asked to list a different type of lobbyist and to identify the characteristics particular to the type of lobbyist they have mentioned.

UNIT SIX

Understanding the Necessity for Proper Ethics Among Lobbyists

Objectives

1. Students will be able to list the reasons why it is necessary to have regulations for professional Lobbyists and special interest (pressure) groups.

2. Students will be able to list the main points of the Federal Regulation of Lobbying Act of 1946.

Activities and Recommended Resources

A. Objective One

1. Activity - Case Study - "The Special Case of Public Education" - classroom discussion should develop following reading and should be concerned with the questions of 'moral' and'immoral' methods of Lobbying.

Recommended Resources - Schultz, Mindella, "Comparative Political Systems; Holt, Rinehart, and Winston, Inc. Reading 23, pp. 91-95

(See reprint fro information)

Recommended Questions for Class discussion:

A. Schultz, Mindella, (Comparative Political Systems) see Questions on p. 92. Also:

B. Do you think it was wrong for the School Board to have used taxpayers money to print the explanatory manual in advance?

C. Why do you think the taxpayers association had misinformation in its flyer?

Do you think that they should be legally reprimanded for doing so? If so, how should this be done?

2. Activity - Presentation of statistics concerning expenditure of lobbying funds by different organizations. Class discussion follows:

Recommended Resources - Karlen, Harvey M. "The Pattern of American Government", The Glencoe Press, Toronto, Canada, 1968. Table 9, P.136.

(See reprint for information)

Recommended Questions for Class Discussion:

A. Do you think it is possible to use funds to influence political-decision-makers in manners that might not be reported to the Government?

3. Activity - Teacher disseminates information for notes. Class discussion is developed concerning probable passage of this act.

Recommended Resources - See MDIPE Lobbying Facts Sheet

Recommended Questions for Class Discussion:

A. In the interest of what individuals and/or organizations would it be in to have had this bill passed?

B. What does the passage of this bill tell you about Lobbyist activity prior to 1946?

A professional Lobbyist is included in the MDIPE Handbook, 'The Lobbyist'.

Evaluation

Objective One

Two students, selected at random, will be asked to orally list the reasons why it is necessary to have regulations for professional lobbyists and special interest (pressure) groups.

Objective Two

Students will be asked on a written exam to list the main points of the Federal Regulation of Lobbying Act of 1946.

UNIT SEVEN

General Concept: Understanding the practical application of Lobbying.

Objectives

1. Students will be able to list the factors which increase interest group influence among legislators.

2. Students will be able to list the rules in New Jersey which regulate Lobbyist activity in the State.

3. Students will be able to demonstrate their ability to perform the function of a professional Lobbyist.

Activities and Recommended Resources

A. Objective One

1. Activity - Class Discussion. Teacher develops answers through logical class discussion. Complete information may be disseminated by teacher, to class, if necessary.

Recommended Resources - Monsma, Stephen V, "American Politics - A Systems Approach" Holt, Rinehart and Winston, Inc., 1969, pp.340-343.

(See reprint for information)

B. Objective Two

1. Activity - Teacher will disseminate information to class.

Recommended Resources - See supplement, "Lobbying in New Jersey" information courtesy of New Jersey State Attorney General's Office

C. Objective Three

PART I

1. Activity - Student Project - Students in pairs of two, will research actual interest group and Lobbyist activity as related to a specific bill. Procedure for fulfillment of project should include the following:

A. Choice of a specific bill (available in Legislative Index).

B. Research what organizations would have the most interest in seeing this bill either passed or defeated.

C. Research which organizations either Lobby for or against the bill.

D. Who they employed as their Lobbyists.

E. What individuals these Lobbyists contacted and in what manner they did it.

F. Which legislators voted for or against the bill, especially noting the votes of those legislators previously contacted by the Lobbyists.

G. Research what Senate and Assembly (State of New Jersey) committees the bill went through and how Lobbyists approached committee members and chairman.

H. If possible, reaction of committee chairman and members to the Lobbyist activities concerning the bill.

I. If possible, reaction of students run (by election district) legislators to Lobbyist activity concerning the bill.

J. What steps were taken by Lobbyists, other than direct personal contact with State Assemblymen and State Senators, to influence the final decision on the bill.

PART II-

A. Students will submit a complete written report to the teacher including all the previously mentioned information and students' observations and comments concerning any Lobbyist activity related to the bill.

B. Students will make an oral presentation to the class concerning the information they located concerning Lobbyist activity to the bill. As part of this presentation, students should also:

1. Submit two letters for class inspection, one fulfilling the function of urging an assemblyman to defeat the bill, and one urging State Senators to support it. Students, of course, must research the interests and normal voting constituencies of the legislators they have chosen and relate this letter to these interests. One of the two students in the pair should write the letter to the Assemblymen, and the other student should write the letter to the State Senator.

C. Students should incorporate at least one role-playing skit into their presentations. This skit should develop the political relationship between 1) the Lobbyist and the Chairman of the organization.

2. The Lobbyist and a Legislator being approached to support the bill. The two students researching the bill should perform the role-playing skit.

Recommended Resources:

A. Legislative Index
B. MDIPE Manual, 'The Lobbyist'
C. MDIPE Voter Education Resource Manual

Evaluation

Objective One

Students will be asked, on a written exam, to list three factors which increase interest group influence among legislators.

Objective Two

Two students, selected at random, will be asked to orally list the rules in New Jersey which regulate Lobbyist activity in the state.

Students will be asked to perform a research role-playing skit demonstrating the functions of a professional Lobbyist.

LOBBYING SUPPLEMENT FACTS SHEET

1) An interest group is an organization of individuals who share one or more interests and who try to influence decisions of the political system so as to promote their interests.[1].

1. Monsma, Stephen V., American Politics - A Systems Approach, Holt, Rinehart and Wineton, Inc., New York, 1969, P.332

2) Different types of interest groups include:[2].

a) Business groups (i.e. American Retail Federation)
b) Citizens groups (i.e. American Cancer Society)
c) Ethnic groups)i.e. Bnai Brith)
d) Employee and Labor groups (i.e. AFL-CIO)
e) Farm groups (i.e. American Farm Bureau Federation)
f) Military and Veterans groups (i.e. American Legion), and
g) Professional groups (i.e. - American Dental Association).

2. Lane, Robert E., James D. Barber and Fred I. Greenstein, An Introduction to Political Analysis, Prentice-Hall, Englewood Cliffs, N. J. 1967, P.87

3) Lobbyists are generally persons 1) representing a company, an industry or interest group and who 2) attempt to influence political decisions according to the interests of the groups they represent.

Lobbying usually refers to the activity attempting to influence legislative decisions, concerning a Specific Legislative Bill.

4) Lobbyists can generally be separated into two major categories:

A. Paid lobbyists
B. Unpaid lobbyists

Furthermore, paid lobbyists can be divided into two sub-groups:

1) Those who owe allegiance to specific interests groups and who lobby only for these interest groups, and

2) Those who operate as free-lance lobbyists, and who will represent almost any group who can meet their material requirements (fee).

Unpaid lobbyists are generally those dedicated to a cause such as the 18-year olds.

5) The Federal Regulation of Lobbying Act (1946) [3]- requires individuals and organizations to register with the Clerk of the House of Representatives and

the Secretary of the Congress on legislation. Quarterly reports also are required, listing all persons who have contributed $500 or more and all persons to whom payments of $10 or more have been made.

3. Karlen, Harvey M., The Pattern of American Government, The Glencoe Press, Beverly Hills, California, 1968. P.135

THIS REPRINT IS RELEVANT TO UNIT PLANS TWO AND FOUR

This reading has been omitted because of copyright restrictions.

American Political Behavior: Book One.
by Howard D. Mehlinger and John J. Patrick.,
Ginn and Company. pages 13, 17-23.

THIS REPRINT IS RELEVANT TO LESSON PLAN SIX

This reading has been omitted because of copyright restrictions.

The Pattern of American Government, by Harvey M. Karlen. Glencoe Press, Beverly Hills, California. page 136.

THIS REPRINT IS RELEVANT TO LESSON PLAN SIX

This reading has been omitted because of copyright restrictions.

Comparative Political Systems: An Inquiry Approach. by Mindella Schultz. Holt, Rinehart Winston, New York. Pages 91-95.

THIS REPRINT IS RELEVANT TO LESSON PLAN SEVEN

The following reprint is being omitted for copyright reasons.

American Politics: A Systems Approach.
from: American Politics: A Systems Approach, by Stephen V. Monsma, copyright 1969 by Holt, Rinehart and Winston, Inc. pages 340-343

LOBBYING WORKSHEET

1. Who are Lobbyists? _____

_____

2. Who do they work for? _____

_____

3. Must Lobbyists report their activities? _____ To whom? ____

_____

4. What different types of Lobbyists are there? _____

_____

5. Give an example of a bill which might be represented by each type of Lobbyist? _____ _____

_____

6. Who do Lobbyists attempt to influence? _____

Where can you, as students, find out who these individuals are (specifically?)

_____

7. What are special interest groups? What is the difference between special interest and (pressure) groups? _____

_____

8. Two examples of organizations employing paid professional Lobbyists are? _____

_____

_____

9. Cite an example of Lobbyist activity affecting a major political decision in the State of New Jersey? _____

_____

_____

10. What is the Federal Regulation of Lobbying Act of 1946, and why is it significant? _____

_____

_____

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THE

LOBBYIST

A GENERAL GUIDE ON LOBBYING

SP 005 64P

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

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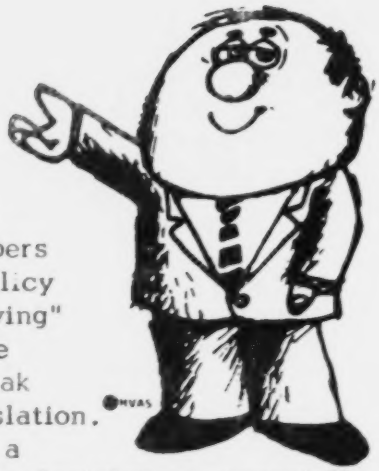
THE LOBBYIST



Persons conducting activities aimed at influencing public officials and especially members of a legislative body on legislation and other policy decisions are called lobbyists. The term "lobbying" actually describes the process of standing in the lobby of the legislative chambers waiting to speak with legislators about a particular piece of legislation. Unfortunately, most people think of lobbying as a difficult task and the voters feel removed from the legislature, especially on the state level. It is important to note here that lobbying is much more than standing in the hallways of the legislative chambers. Lobbying can be done over the phone, with letters or with telegrams. Often, all of these methods are used.

WHO ARE THE LOBBYISTS

Lobbyists are generally persons representing a company, an industry, or various interests groups such as the League of Women Voters, the VFW, and New Jersey Education Association. (Complete list of lobbyists in Appendix 1). Recently, young people have joined other lobbyists in the hallways of the state legislature and also in the hallways of the United States Congress. In 1969, young people in New Jersey lobbied for the 18-year old vote. The bill had been originally introduced in 1947 but was never acted upon by the state legislature. During the legislative session of 1969, New Jersey youth successfully lobbied for the 18-year old vote. The bill passed the Senate 30-0 and the Assembly 57-3. The young people involved in lobbying for the bill had never participated in a lobbying effort before. Other young people began lobbying for a reduction in college tuitions, end the war measures and ecology related legislation. This year young people lobbied for and won their legal rights at age 18. In addition to legislative support, the young lobbyists won the support of the Governor who signed the bill into law. These examples sufficiently point out that you can be an effective lobbyist.

Most people are not aware that lobbying is an important part of our legislative process both on the federal and state level. Most lobbyists are paid and must register with the State Attorney General's office. These are professional lobbyists. Legislators know that young people are not paid for lobbying and are genuinely committed to the passage of a bill. The committment of young people has won the respect of many legislators.

WHERE TO BEGIN

As an example, the successful lobbying effort for the 18-year old vote by members of the Voting Age Coalition will be used. Although there is an 18-year old vote today, this case study will provide an insight into youth lobbying efforts.

Before you begin to lobby you must be prepared. Essential to any lobbyist is a complete list of State Senators and Assemblymen with their addresses and phone numbers. In addition, you must accurately and thoroughly research the 18-year old vote question before approaching a legislator. During your research efforts remember that (a) your information must be convincing to sell the legislator on the merits of the 18-year old vote, (b) you will probably be the only source of information for the legislator on the 18-year old vote, and (c) it must provide a supporting legislator with arguments that can be used on the floor of the legislature.

Sources for your initial research are:

1. The Library of Congress in Washington
2. The State Library in Trenton
3. New Jersey Statutes (existing laws)
4. Past magazine articles in your school or local library
5. Contacting existing organizations in the state for information

MEETING YOUR LEGISLATORS

There are two Assemblymen and one Senator in your district. Call them and make an appointment to see them to discuss the 18-year old vote. It is important to remember that our state legislators are part-time legislators. They have other full-time jobs. It is best to deal with them in a straight forward manner. During the meeting you should follow this basic pattern: 1) Explain to the legislator that you are interested in the 18-year old vote, 2) Ask the legislator if a bill has been introduced to allow 18-year olds voting, 3) If the bill has been introduced in the legislature then ask who the principal sponsor is and what number the bill is (every legislator has a copy of the legislative index with a listing of bills), then ask the legislator how he feels about the 18-year old vote and whether or not he would vote for it, and 4) If the bill hasn't been introduced first ask the legislator how he feels about the 18-year old vote. If he is for the 18-year old vote, ask him if he will introduce a bill.

During the meeting with the legislators remember to be courteous, friendly and don't argue. When the legislator responds to your question regarding his position on the 18-year old vote don't react negatively if he says he is opposed to the bill or says he feels it is the wrong year to consider such a bill. This is only an information gathering meet for you. Don't be discouraged or angered if the legislator is opposed. Remember, there are 120 legislators and the opinion of one will not determine the outcome of your efforts. Your friendly attitude and courteous behavior may eventually determine the legislator's vote. If you anger the legislator you risk losing his vote no matter how many facts and arguments you give him during thelobbying.

Next, send a letter to all of the legislators. Tell them a) you are interested in the 18-year old vote, b) you are starting a lobbying campaign for the bill and c) you would like to know how they feel about the bill and if they would vote for an 18-year old vote. If 20% of the legislators respond, you have done well. These letters are not to be interpreted as an indication of how the entire legislature feels. Favorable responses are the easiest to receive. The responses will give you a start on a list of legislators favoring, opposing or undecided about the 18-year old vote. This list must be kept up to date at all times. Without a list your lobbying will be inefficient and useless.

GET OTHERS INVOLVED IN LOBBYING

Write letters to other high schools, colleges and organizations you feel may support the 18-year old vote. Some organizations are the New Jersey Education Association, AFL-CIO, and the League of Women Voters. (Complete list in Appendix 2). To help build up additional strength write to your Congressman and United States Senator, your City Councilmen and Mayor and to your Board of Chosen Freeholders in your County. Any other local church or civic organizations may be of help. Don't forget to seek their support. Those who respond favorably to your letters should be sent additional information on the 18-year old vote. Get them to actively join you by writing and calling their local legislators. You could help their effort by sending a list of local legislators. Meet with otherswho are interested in the 18-year old vote and get them to join you in Trenton to lobby.

LOBBYING IN THE LEGISLATURE

When you arrive in Trenton to lobby be dressed neatly - no dungarees on men or women. Dress isn't important to young people but it may be to several legislators. Your appearance may affect their votes. The legislature meets in the State House on West State Street in Trenton. When you enter the building you can organize your lobbying to cover the Assembly Chambers and/or the Senate Chambers depending on the number of people you have with you. Be sure to have information to hand to the legislators as you speak with them. Explain the information to them.

It isn't always easy to catch a legislator. They are busy and often moving fast. Be persistent without being pushy. Always address them as Assemblyman or Assemblywoman or as Senator. The best way to find out who a legislator is, watch for him or her to approach their seat in the chambers. You may go on the floor of the Assembly or the Senate if they aren't in session.

When speaking to a legislator about a bill use the same approach you used when meeting with the first legislator in your district. Always inquire about his position on the bill and if he will vote for it. If the legislator is opposed, don't argue but you can discuss the merits of the bill with him. If the legislator supports the bill, ask what you can do to help get the bill passed. Ask him who he thinks you should speak with about the bill. Accept any idea, don't refute an idea. Then ask the legislator how he can help you to get the bill passed. If he doesn't have an idea and you do, tell him and see if he would be willing to help.

The more sessions you attend for lobbying the better chances of getting the bill passed. If you plan on attending one or two of the sessions you will not have an impact on the bill. Having others helping is important. The legislature meets twice a week. If someone is there at least once a week lobbying you have a good chance of effecting legislation. While the lobbying is going on, letters or telegrams from supporting organizations and calls from local residents should be coming in to give your lobbying more strength. If the legislator feels you have a lot of support behind you, your lobbying will have a greater impact. Votes are the most important thing to a legislator.

HOW DOES THE BILL MOVE IN THE LEGISLATURE

The 18-year old vote bill must be introduced by a legislator. Similar bills on the 18-year old vote may be introduced in the same house and both houses at the same time, by different legislators. The author of the bill is the principal sponsor. If other legislators want their names on the bill they are the co-sponsors. You can be sure of these legislator's votes.

Once the bill is introduced, it is placed on first reading in the house to which it was introduced. At this point the bill is referred to a committee. The 18-year old vote is referred to the Judiciary Committee. The 18-year old vote is a constitutional question and requires that the Judiciary Committee hold a public hearing before either house can act on the bill. All of your resources should be prepared for the hearing and attend the public hearing in force. After the public hearing the committee may release the bill which would place the bill on second reading. Your lobbying efforts may have to center on getting the Judiciary Committee to release the bill. Remember that a lot of bills die in committee. Once the bill has been placed on second reading you may have to wait for the Speaker of the Assembly or the President of the Senate to allow the bill to be placed on third reading which means it will be voted on depending upon which house the bill is originating. If the Speaker or President (each lead the business of their respective houses) are not inclined to place the bill on third reading then you may need help from other legislators. Seek their help. Once the bill is placed on third reading it will be ready for a vote. If you have been keeping your list of legislators favoring and intending to vote for the bill you will know the outcome of the bill before the actual vote. Keep double checking your list. Once passed by one house the bill goes to the other house where you will begin all over again. You needn't worry about another public hearing. One public hearing on the bill is sufficient.

SUMMARY

The example of the 18-year old vote deals with lobbying on the state level. The basic techniques explained in this manual can be used on the local and county levels too. Each level of government needs the involvement of concerned persons. Your lobbying will serve as a constant reminder to elected officials that a certain issue must be dealt with now. Without your presence and participation an issue may go unnoticed in the high-volume business of government.

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Appendix I (Master List of All Legislative Agents Registered in Attorney General Office) has been omitted because of limited reproducability.

APPENDIX II

STATE ASSOCIATIONS AND SOCIETIES

Agricultural Society, New Jersey. Secretary-Treasurer, Phillip Alampi, P.O. Box Y, Trenton.

Automobile Dealers Association, A.N. Lehman, 790 River Road, Trenton, N.J. 08628.

Banker's Association, New Jersey. Executive Vice-President, Robert C. Forrey, Box 573, Princeton, N.J. 08540.

Bar Association, New Jersey State. 172 West State St., Trenton, N.J. 08608. Francis J. Bolduc, Executive Director, 172 West State St., Trenton 08608.

Cancer Society, American; New Jersey Division of. Mrs. Ann Finlaw, 621 Central Avenue, Newark 07107.

Chamber of Commerce, New Jersey State. Executive Vice-President, Albert H. Acker, 54 Park Place, Newark 07102.

New Jersey School Boards Association. Mark W. Hurwitz, Executive Secretary, 407 W. State St., Trenton, N.J.

Education, New Jersey Association. Executive Secretary, Dr. Frederick L. Hipp, 180 W. State St., Trenton.

Employers Association of North Jersey. Executive Secretary, Harold R. Hawkey, 15 South Munn Ave., East Orange.

Freeholders, New Jersey Association of Chosen. Executive Vice President, Jack Lamping. Office, Room 109, Mercer County Court House, Trenton. Home address, 3 Dickinson Ave., Toms River, N.J.

New Jersey Heart Association, affiliate of American Heart Association, 1525 Morris Ave., Union, N.J. Secretary, Melvin Moyer, Ph.D., Box 263, Bound Brook, N.J.

Highway Committee, N.J. Citizens. Executive Director, J. Anton Hagios, P.O. Box 98, Hopewell, N.J. 08525.

Labor, New Jersey Federation of, (AFL-CIO) Secretary, John J. Brown, 744 Broad St., Newark.

League of Women Voters of New Jersey, 460 Bloomfield Avenue, Monclair. Mrs. Roderic A.N. Parnell, Executive-Secretary.

N.J. Conference of Mayors. Secretary, George Zuckerman, Executive Director, Convention Hall, Asbury Park.

Municipalities, New Jersey State League of. Executive Director, Robert H. Fust, 433 Bellevue Ave., Room D-403, Trenton 08618.

New Jersey Manufacturer's Association. Secretary, Edward M. La Mar, Sullivan Way, P.O. Box 2708, Trenton.

Petroleum Council of N.J. Executive Director, L.H. Ruppert, 212 West State St., Trenton, N.J. 08608.

Pharmaceutical Association, New Jersey. Secretary, Alvin N. Geser, 118 West State Street, Trenton 08608.

Taxpayers Association, N.J. Frank W. Haines, Executive Director; Secretary, Philip W. Blaze, 104 North Broad Street, Trenton 08608

THE LOBBYING GAME

Preparation for the Game

Game Materials: Each player will receive a Player's Manual which includes all of the various role cards. In this way he/she will be able to learn about other congressmen and lobbyists, knowledge that they would have in real life. The 12 legislative aides can work as a team with the congressman. The Player's Manuel contains, besides the role descriptions, a list of 16 bills which are up for consideration during this session. The Player's Manuel also includes a press release which is an introduction to the "reality" of Lobbying. The Press Release and subsequent press releases by the game operator may be used to stimulate class discussion of the difference between propoganda and news. The Scenario describes the state of the nation as this congress is meeting and some of the issues that may be raised and resolved.

Game materials should be distributed several days before the actual beginning of play. Players should have time to study thoroughly the information and to strategize what alliances or means will best advance their cause. It is suggested that the teacher devote at least one class meeting prior to beginning of the game to a discussion of the influence of lobbying on legislators and legislation, at least the theoretical aspects leaving the realities to be brought out in the game. The role of legislative aides should also be discussed here. It should be stressed here that we evaluate and re-elect legislators by voting. Lobbyists also have to be evaluated by whomever they work for and often this evaluation is more rigid and uncompromising because of the nature of competition in the economy.

Classroom Layout: The seating in the classroom will have to serve the actual legislative session as well as simulate 12 congressmen and their aides and 10 lobbyists each operating somewhat independently. If the chairs can be pushed back to allow "offices" or the fringe and milling room in the middle it will probably be sufficient to use only one room. If space is available then more privacy can be assured for wheeling and dealing and one large room or small auditorium can be used for the legislative session.

Conduct of the Game

Sequence of Play

Lobbying can be played in three class sessions assuming all the material will have been available before the first session. Players will have been assigned roles by name when the material is passed out originally. The game will commence with the reading of the Press Release. Players will then be instructed to return to their offices for strategy sessions. Congressmen and then aides will then have to decide their strategy and divide responsibilities.

First Session- Fifteen minutes will be allocated for office work with only written messages allowed between different offices and from lobbyists to congressmen. Message forms and ditto paper should be provided. All messages should be written in triplicate with one copy going to the intended, one copy retained by the sender and the final copy retained by the operator. You or your assistant will have to relay the messages or allow the players to pass them back and forth as long as the only communication allowed at this time is written.

After fifteen minutes of written messages allow ten minutes of personal contacts before the assembly is called together to act on legislation. Enforce this time to allow enough time for debate on the floor.

After this ten minute period have the Speaker call the congress together. Robert's Rules of Order should be followed to allow proper presentation of bills to be considered and to allow passage, defeat or tabling. Not all bills can be voted on and part of the strategy will be for individual congressmen to see that bills of their liking are introduced assuming that they can predict the passage or defeat. The time limits are part of the reality factor - there is not always enough time or information available to arrive at well thought out decisions. Lobbyists may only send messages to Congressmen on the floor during this period.

After the twenty or so minutes session, students will leave. You will have to tally the votes and record them and the reports of the lobbyists on the master Score Sheet to be able to write the press release for the Second Session. You will also have to evaluate the success or failure of individual congressmen and lobbyists to include this feedback in the next press release. (ex. Congressman X is reported to be facing stiff voter resentment at his vote on such and such a bill, or Lobbyist Y may be looking for a new job, according to well placed sources, unless he can produce more for his company.)

Second Session - The Second Day should be the most productive. Players will have had some time to politic outside of class and should be in a better position to legislate. The session will begin with your Press Release setting the tone of the day, reactions in the country, rumors, etc. Allow fifteen minutes for written messages as before and then ten minutes for personald contact. Be flexible. If it is obvious that they are ready to vote move on to the legislative session. Because all congressmen are up for re-election after this round, they will have to spend 15 minutes of the 25 minute session out campaigning and making speeches. To simulate this have them stand at the edge of the room and make impromptu speeches.

The legislative session again will commence with bills still to be acted upon. Lobbyists may continue to send and receive written messages only or congressmen may leave the session or send their legislative aides to meet with them. Legislative aides may in fact end up doing a major share of the bargaining because of the campaigning of their congressmen and the many groups to deal with. The session will end when the class has to leave. You may choose to continue it for ten minutes or so on the third day if it seems productive. Before the third day you should evaluate the success or failure of individual congressmen and lobbyists and report this on the third day through the Press Release. Then allow at least 30 minutes for de-briefing and evaluation of what has occurred. It is usually wise to allow the players to begin by discussing their role and what they were trying to accomplish and what success they had. You can take turns if the discussion and feedback become too heated. Then try to get the students to drop their roles and talk about what was going on as if they were observers and not players. This is the critical part, where the simulation becomes the lesson to be discussed and forms the common experience to judge what students know from the real world.

THE LOBBWING GAME

Scenario

As the ninety-third Congress convenes the following events will occur. There are twelve elected representatives and thir legislative assistants trying to do what is best for their district and what is best for the country and hopefully insure their reelection. The congressmen will have to study each bill and see how it would affect their constituents. They will have to make alliances with other Congressmen in order to see something they favor pass. In this task they will have to rely heavily on their assistants who in many cases do most of the legislative work while their Congressman are out speaking to the public. This will become increasingly necessary during the second session when in order to gather votes all congressmen will have to spend 15 minutes of the 25 minute session out speaking in your home district.

In their function as legislators congressmen are assisted by representatives of major interest groups, called Lobbyists, who attempt to see that the position of their company or association are made known to congressman. They do this by providing facts and figures, persuasion, favors or in some cases somewhat questionable means. They have differing amounts of money to contribute to campaign funds of congressmen they wish to see re-elected, often have the luxuries of their companies to share with congressmen such as airplanes, expense accounts, hotel suites, free limousines. They sometimes have the legal business of their companies to share with lawyer-concressmen, can share business tips, or even provide employment for relatives or friends of sympathetic congressmen.

They will be present throughout the Congress as will the Presidential Liason Man and the House Chaplain to in their own ways suggest what ought to be done. A good deal of your time will be spent communicating with these other people by message forms because of the problems of always talking to people face to face. You will be allowed time for personal contacts with the other players to share your ideas and make your deals. Not all of the bills will be brought to the floor; part of your job is to influence the order in which they are voted. The Speaker of the House, Rep Plan Tation, decides the order of business with your advice and consent. A majority will pass any bill or it may be tabled to be brought up later by a majority vote.

Good luck.

PRESS RELEASE

Washington Star Gazette Times

As another session of Congress convenes today the Editors of this paper feel compelled to speak out on the compelling issues of the day. It has been the practice in this town by certain members of the present administration to attempt to silence the press in its relentless drive to inform the public of what is really going on. But, we will not be silenced.

We want to know what the ever increasing number of lobbyists that we see wandering around the halls of congress are doing. Who pays their salaries and who pays for the lavish entertaining of our congressmen. We have heard rumors that there are almost as many lobbysists as congressmen and that some congressmen are doubling and even tripling their salaries by suspect means.

What happens in the meantime to important pieces of social legislation such as the Housing, Education and Health bills? Who is left to speak for the poor and powerless? Are the Armed Services again going to be given a blank check? Who is trying to close the tax loopholes, protect our environment and increase the minimum wage? We urge all citizens to carefully scrutinize their elected representatives.

LOBBYISTS

1. Lobbyist Lay Bor

You represent the F.A.L.-I.O.C., the nation's largest union. It has been said the organized union vote in urban areas can swing most elections and is critical for any democrat. You have $20,000 to contribute to any campaign fund, but your most important influence is the number of votes your union controls and the number of campaign workers you can provide. You can also push union legal affairs to lawyer legislators or their partners.

2. Lobbyist Bigg Business

You represent the National Association of Businessmen who are interested in keeping government out of the free enterprise system. You are especially interested in the drug labeling proposal, the minimum wage proposal and the tax laws. You have $50,000 to donate to campaigns or pay for certain congressional speakers. Your firms may also volunteer their airplanes, hotel suites, law firm business or business advice on investments or potential jobs after retirement or simply retainers for "services rendered."

3. Lobbyist Oily Kole

You represent several of the major oil and coal companies in the country. They are interested in gov't interference with big business and especially the oil depletion allowance. You have $75,000 plus similar other means at your disposal as those of Lobbyist Bigg Business.

4. Lobbyist Ed Ucator

You represent the Amer. Association of Education which include the majority of teachers from grade school to college. They are interested in education bills plus other reform and social welfare proposals. Your only assistance in your efforts will be your association being able to produce floods of mail or any issue at a moments notice to influence legislation. Other than that you can try your education and logic on your representatives.

5. Lobbyist De Fense

You represent the major defense contractors in the country who are of course interested in keeping the federal money coming for arms and planes. You have $100,000 at your disposal plus the other advantages of big business (see Lobbyist Bigg Business) plus influence in the right circles to get commissions for certain people.

6. Lobbyist Far Mer

You represent the Farmers Association of America, the largest farmers and farming corporations. They are interested in the farm subsidy plus the other legislation threatening to interfer with big business and free enterprise. You have $30,000 plus the other advantages of big business (see Lobbyist Bigg Business).

7. Lobbyist Law Men

You represent the Nat'l Association of Policemen, Sherrifs, FBI Agents, State Troopers, et al who are interested in preserving law and order. They see a close connection with increased spending for Law Enforcement Assistance bills and are usually opposed to social programs. You have $10,000 which is not very much, but you do have a large audience who will write to any legislator supporting your concerns.

8. Lobbyist Ci Vilrights

You represent the National Association of Monority Folks, the oldest and largest civil rights organization. You don't have any money or business advantages, but you do have a strong moral cause and can produce letters and visits to Legislators in support of social issues.

9. Lobbyist Com Oncause

You represent a people's lobbying effort with a large membership of vocal voters. This is important because you don't have any money or other means to influence legislation. Some of your people will even visit a legislator and sit with him until he sees the light.

10. Lobbyist Open Space

You are an ex-legislator which allows you to be on the floor during congressional debate. Presently you are representing the Recreation Association of America which is interested in developing federal lands for public recreational use. They are opposed to private development and provide you with a large membership of conservationists and recreation minded people to write to legislators, but no money or other means to influence votes.

LEGISLATORS

1. Representative Tom

You represent a low and moderate income district in a large urban city in the northeast. Your constituents are mostly black or Spanish speaking (60%) with an ethnic neighborhood on the border (40%). This ethnic group is not organized but in fear of losing their community to the minority groups around them and concerned about crime, taxes, lower quality of education, and property value. The minority groups are also splintered by race and economic level with some aspiring for middle class status and others vying for minority control of schools, businesses, police, etc. in the area.

You have been elected twice by winning the votes of the more moderate members of both races, stressing patience and forbearance in seeking solutions to problems. Presently you are being challenged by the younger more militant members of the community who are aware of broader economic issues. By profession you were and still have a small law practice and have prided yourself in handling many cases without receiving a fee. Lately though your expenses in Washington and your aspirations for a better life have strained your personal budget and you are concerned.

2. Representative Rich Andslick

You are the youngest son of a very wealthy Eastern family, educated at Yale and Harvard Law School. You have been in politics since graduation and have lived comfortably off family financial investments in oil handled by your oldest brother. This is your first term and you were elected on a reform ticket to rid your middle class district of bosses. Your constituents are concerned about private interests controlling gov't, the increasing defense budget, the decrease in social services, and the urban decay of their city.

Lately there has been concern about the rising crime rate in the district and the possible inclusion of high rise low income housing in your district which has prided itself on single homes and renovated town houses. Your chief competition comes from a moderate in your own party who has attacked you for your gentry status and lack of contact with the working class members of your district.

3. Representative Law Andorder

You represent a rural area in a mid-Atlantic State known for sending only members of one party to Congress, of which you are a member. You are an ex FBI agent and small town police chief with aspirations for higher national position. Your district is mostly conservative, but includes a growing and increasing liberal college town. You represent the interests of the small farmer, entrepreneur, and managerial class that have recently moved to your district from nearby urban areas and have won re-election by wide margins. You pride yourself on your contact with local civic groups, the service clubs, and your availability to talk to any group at any time. Your opponent in the last election did question your refusal to debate him but you had a very busy schedule.

Your district is interested in more gov't contracts especially in your local defense plants and because of the many businessmen in your district reluctant to see the present tax laws changed. Your integrity has never been questioned, but it is known that you enjoy certain privileges commensurate with your importance such as airplane service, a free car for your use from Detroit and especially your advancement in the Air Force Reserve.

4. Representative Plan Tation - Speaker of the House

You represent a large agricultural and mining district in a southern state. Your family are farmers and have been for many generations. Presently much of their land is unused and receiving farm subsidies for not planting. You live on the farm and manage it's operations in between your congressional duties. Your district is interested in mining issues and the enlargement of its present military installations. There are a small, but increasingly politically active minority group mostly ex sharecroppers and mill workers. They have taken over some county offices since your last election, but don't pose much threat to your re-election. But, just to make sure you will need larger campaign chest next year which you will have to get from donations.

Your district in general is not known for supporting any major social programs that will increase your taxes. The major business interests in your area are opposed to the proposed increase in the minimum wage and its extension to agriculture.

Your additional duties as Speaker will be to preside over the actual legislative session and to get through the order of business. The order in which bills are debated on and voted is your decision subject to overrule by majority vote.

5. Representative Lotta Oil

You represent a large rural and suburban district in the southwest known humorously as one big oil well. Your income is limited to your Congressional salary, but you have in the past depended on campaign support from the major oil companies. A small city 20 years ago when you were first elected is growing rapidly and has experienced minority group pressure for change. They have criticized you for your oil connections and will have a very attractive candidate (young and liberal) to oppose you next year. You recognize the growing urban vote, but cannot afford to alienate your traditional support base in the suburbs and rural areas. A major concern has been the proposed uses of a vast Federal reserve area in your district. The oil and mining interests would like to open it for exploration and the vocal urban groups urge keeping it natural.

You do enjoy travelling and have in the past enjoyed the traditional courtesies of private jets and hotel accomodations arranged for your convenience in studying issues.

6. Representative Ad Miral

You represent a small urban area on the west coast known for its naval base and retired navy brass. You are an ex Navy man, although never advanced above seaman during your service. Recently you have been commissioned an officer in the Reserves and this has helped your ego and public image. The district's economy depends on the Navy base and its politics are controlled by businessmen and retired executives. You have been re-elected twice with wider margins and are considered safe in the next election if you continue to hold these alliances and increase your financial base to campaign from. Your district is usually opposed to an increase in federal programs except for military and defense installations. They do not see the need to increase the minimum wage especially to restaurants; nor to interfer with the tax laws or any attempt to interfer with private enterprise such as the drug labeling law.

7. Representative Lib Eral

You represent a very liberal district, containing a large urban university on the West Coast. You won election by running as an independent with the support of the campus community and minority groups. Your campaign was based on economic reform, conservation and a reduction of the military establishment. The suburban vote which sat out the last election is now organizing to defeat you next year. They want stricter drug laws, more gov't money for law enforcement, and an end to permissiveness on the campus. To be re-elected you will have to produce enough to keep your young supporters active and willing to work in the political system.

Your profession is law although your only experience has been with Legal Services. Youd support financial disclosure for representation and have published yours each year. Farmworkers in your area are pushing for an extension of the minimum wage to agriculture and have supported you in the past.

8. Representative Big Farmer

You represent a large midwestern farming district with no urban areas of note. You have won re-election based on your reputation as a man of integrity even though you have concerned yourself with urban and social problems. In the crunch though you have managed to come out on the right side on farm issues, especially the farm subsidy program although it has bothered you more and more each year because of the small farmers in your district who do not benefit from it.

A major issue facing you will be the use of federal lands in your district. Business interests have mounted a well financed campaign to support private development and have threatened to oppose you if you do not support them. You will have to increase your campaign chest by next year to stalemate this potential opposition if you vote your conscience on the issue. There are not many conservationists in your district to support you.

9. Representative Mil Itant

You represent the south side of a major mid-western city experiencing urban decay and strife. You are a member of a minority group and a minister by profession. Your interests are urban and militant. You are supported by civil rights and militant neighborhood groups to bring more federal money to urban areas. You have not been very successful in the past in gathering allies in congress and have resorted to militant speeches in committee meetings. Your committee assignments have kept you away from urban issues and you resent the seniority system.

You have threatened to publicize the lobbying you see going on around you which would seriously hurt several of your colleagues.

10. Representative A Desert

You represent a small state in the far west known as one big movie lot for Hollywood. Your chief problems have been increasing Indian and Chicano militancy on reservations and in small towns. You have been in Congress for thirty years and have represented the conservative farmers and ranchers in your state. The new population has been of like mind and have supported you. The only sizeable industry in your only major city is pharmaceuticals and employs many of your voters. The only other major interests of your citizens have been preserving the oil and farm subsidies and keeping the lid on the federal budget. Of course they are very defense minded and have supported increased defense allocations.

You have been well taken care of in the past through legal fees your hometown law firm has managed to secure from the oil and farmers organizations as well as the drug firms. But, of course they know that they cannot count on your vote all the time.

11. Representative Nu South

You represent a large city in the south known for its progressive ideas about race relations and urban conditions. There is a large and vocal minority community that has supported you in the past for lack of a better candidate. You come from a business family (textiles) and have dropped out of your family business while in politics. A large part of your support comes from the thriving business community, but you also need support from working class neighborhoods who are weary of social upheaval. You have been a little too supportive of progressive causes for their liking and may face an opponent from their group next year. You will also need a large campaign chest to run an effective campaign and cannot expect much financial support from the minority community. This is your second term. In the past the pharmaceutical industry has contributed heavily to your campaign and currently is opposed to any changes in the drug labeling law.

12. Representative Old Timer

You represent a small conservative state in the northeast and have been in congress for 30 years. Your district is composed mainly of small farmers and businesses and includes a dying mill town. You recognize the problems in this town, but face rural opposition to any attempts to vote for urban programs. Your constituents are also against welfare and social programs, but not vitally concerned about big business concerns. You have been spending most of your time in Washington and finding less and less time representing your district. Because of this and your age (70) you may face a stiff re-election fight. To insure your re-election you will have to produce something for your district such as a military installation.

Additional Roles

Arnold Slickjaw is the Presidential liason man and is responsible for seeing that the wishes of the President are made known to respective Congressmen. He can use logic, persuasion, ask for favors or imply that the President would be mighty greatful if so and so voted a certain way. In the past it has been observed that certain congressmen in favor with the White House have gone on to higher positions in the Cabinet, the Courts, or been assisted in their re-election battles by a personal visit from the President.

Rev. Pious Peter is the Chaplain of the House. Aside from saying the benediction and closing prayers at each session he also comforts the Congressmen in their troubles. In the past House Chaplains have also tried to influence legislation according to their Church's philosophy or have at least used their religious background to influence legislation according to their personal philosophy. The World Council of Churches has long tried to bring some semblance of Christianity back to Congress and hope that the Chaplain will act in this manner. The Rev. Pious Pete is also known to appreciate being called to the White House to preside at official White House Services.

Bills to be Considered

1. A bill to reduce the oil, mineral and coal depletion allowances, which would reduce the tax break to oil, mining and mineral producers.

2. A decision of where to locate major federal military installation narrowed down to four regions, S. West, Mid-Atlantic, West coast, or New England. This will mean jobs and related development to whichever region lands the project.

3. A bill to allow increased private development (lumber, mining, resorts, etc.) of public lands instead of preserving for public recreational uses at high costs.

4. A bill to reform the tax laws and to close the loopholes presently favored by business, investors, and the very wealthy.

5. A bill to revise the laws regulating drug labelling. The specific proposal is to require labeling by generic names as well as trade names so that consumers can choose the least expensive medicine they need.

6. The Armed Services Defense annual spending bill is being considered. Proposal is to increase the level from last year and to develop new rockets and bombers.

7. A bill to appropriate money for a massive mass transportation system in the nation's urban areas to include hi-speed subways and mono-rails and to take the necessary funds from highway construction.

8. A bill to increase the minimum wage to $2.25 per hour and to extend its coverage to all workers including sales and farmworkers.

9. A major education bill at all levels from early childhood to college is being considered. It would provide federal assistance to all districts but would be heavily weighted toward urban and poor districts. It is supported by civil rights and education groups.

10. The Housing and Urban Development appropriation would increase drastically the level of federal aid to urban areas for housing and related developments. The money would go to municipal gov'ts with an increased requirement for citizen participation in policy decisions similar to Model Cities.

11. The Health & Welfare appropriation which would institute a guaranteed income level for all Americans unable to work and provide gov't jobs where needed.

12. A bill to limit all federal spending to the present level which would therefore not allow proposals 9 - 11 to be enacted or funded this year.

13. A bill to increase funding for the Law Enforcement Assistance Administration and to increase the share for rural and suburban areas.

14. A bill to decrease the farm subsidy allowance allowable to any single farmer or farming corporation. The maximum any one could receive would be $100,000 year.

15. A bill to make lobbyists publicly identify themselves and who they represent and to publicly record all meetings with legislators.

16. A bill to require all Congressmen to reveal their financial and business holdings at least once a year and to report all income and investments.

CONGRESSMAN'S REPORT FORM

How did you vote: Congressman _____

Bill	1st session			2nd session		
1	yes	no	table_____	yes	no	table_____
2	Yes	no	table_____	yes	no	table_____
3	yes	no	table_____	yes	no	table_____
4	yes	no	table_____	yes	no	table_____
5	yes	no	table_____	Yes	no	table_____
6	yes	no	table_____	yes	no	table_____
7	yes	no	table_____	yes	no	table_____
8	yes	no	table_____	yes	no	table_____
9	yes	no	table_____	yes	no	table_____
10	Yes	no	table_____	yes	no	table_____
11	Yes	no	table_____	yes	no	table_____
12	yes	no	table_____	yes	no	table_____
13	yes	no	table_____	yes	no	table_____
14	yes	no	table_____	yes	no	table_____
15	yes	no	table_____	yes	no	table_____
16	yes	no	table_____	yes	no	table_____

How much money did your campaign fund receive?_____

_____

From who_____

Anything personal that you would like to report?_____

_____

_____

_____

Lobbyist's Report Form

Lobbyist _____

What bills were passed that you should receive credit for?_____

_____

_____

_____

To whose campaign did you give money to? How much?_____

_____

_____

_____

_____

Is there anything else that you would like to report? _____

_____

_____

_____

_____

MESSAGE FORM

TO_____ PERIOD_____

FROM_____

_____

_____

_____

_____

_____

RELEASE TO PRESS YES_____ NO_____

_____

MESSAGE FORM

TO_____ PERIOD_____

FROM_____

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RELEASE TO PRESS YES_____ NO_____